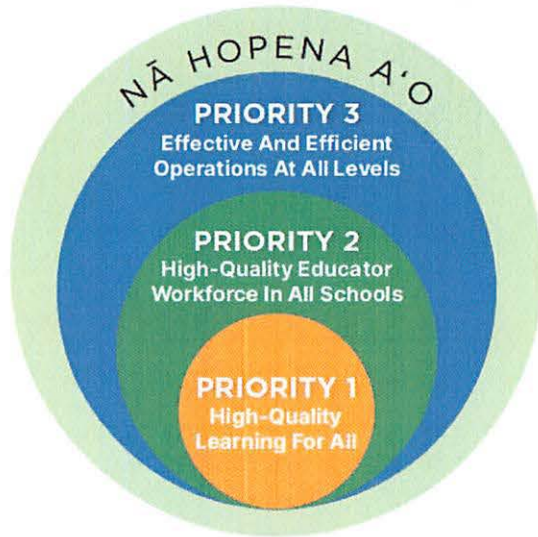




Kanoelani Elementary Academic Plan SY 2026-2027

94-1091 Oli Loop Waipahu HI 96797
808-307-3800
kanoelani.org

STATE OF HAWAII
DEPT OF EDUCATION
LEeward OAHU DIST
26 APR -7 P 1:11
ADMINISTRATION

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Neil Blomberg

Neil Blomberg

Mar 30, 2026

Approved by Complex Area Superintendent Richard Fajardo

R. Fajardo

☐ Date

4/15/26

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	'23 Wonders -	Go Math	Amplify,	Teacher Created
K-6			Teacher Created	

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	I ready	I Ready	Amplify	Teacher Created
K-6	Reading A-Z	IXL	Teacher Created	
K-6	Magnetic Reading Gr 3-6	Math Minute	Generation Genius	
K-6	MSL/OG	Xtra Math	IXL Science Gr 3-5	
K-6	Flocabulary	Building Thinking Classrooms		

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾	I-Ready ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama
 ☒ School-created template
 ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☐ Current CNA
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: N/A

Type of Next Action: N/A

Year of Next Self-Study:

N/A

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

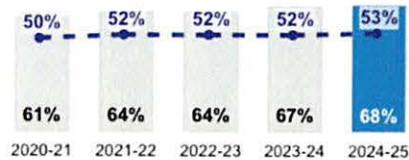
1 **Student Need:** Increase Students proficiency in ELA, Math, and Science while working to close the achievement gap.

Root/Contributing cause(s): Student achievement has plateaued in math proficiency. The school has continued growth in Science and ELA proficiency. Schools need to continue to support all learners with strong whole class instruction techniques and support so that all students have the opportunity to meet proficiency targets. School needs to continue to strengthen and support RTI tier 2 and 3 supports so that all learners gain in proficiency.

Proficiency Trends in ELA, Math, and Science

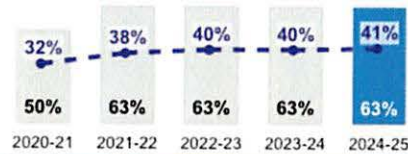
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



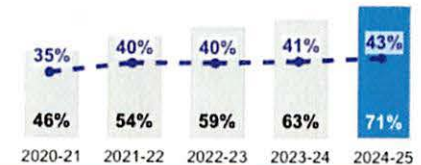
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.

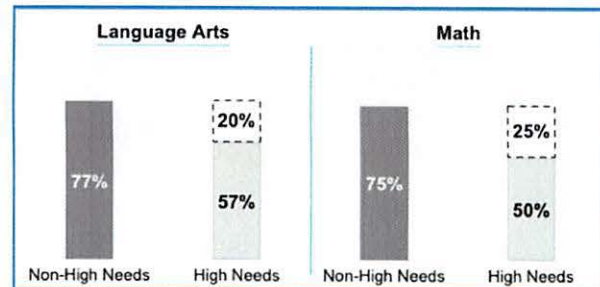


Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.



Achievement Gap for ELA and Math



2

Student Need: Students need curriculum offerings that challenges and supports them in learning the revised social studies standards that support critical thinking and active citizenship

Root/Contributing Cause: Lack of schoolwide curriculum offerings and support through training on new standards will allow school to grow and develop students academic opportunities in Social Studies. Also will support school wide Project Based Learning initiative.

3

Student Need: Increase percentage of Students who attend school for 90% or more of scheduled school days.

Regular Attendance

Percent of students attending 90% of instructional days.



*Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.*

Root/Contributing Cause: Students and families are still absent at a high rate post pandemic. Communicating and supporting families to bring students to school can increase student engagement and success with academic achievement. The numbers are highest among our K and 1st grade students, suggesting that parent engagement and education could improve this outcome as well. We need to build off last year's success to continue supporting student success through engagement and regular attendance

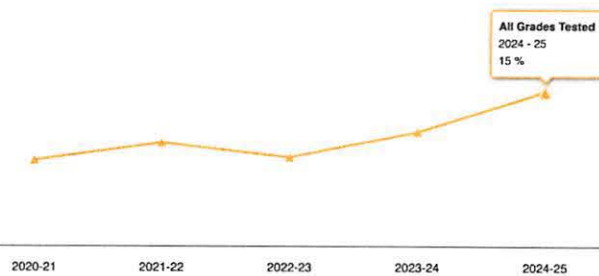
To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Special Education Students

Identified Student Need(s): Students need targeted support from staff to support their proficiency growth in ELA and Math achievement. Students lag far behind their peers in meeting grade level standards.

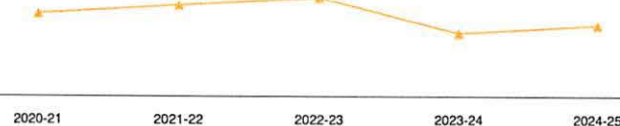
Combined Language Arts Meeting Standard

By Disabled (SPED) & By Grade & Year for FSY
Kanoelani EI



Combined Math Meeting Standard

By Disabled (SPED) & By Grade & Year for FSY
Kanoelani EI

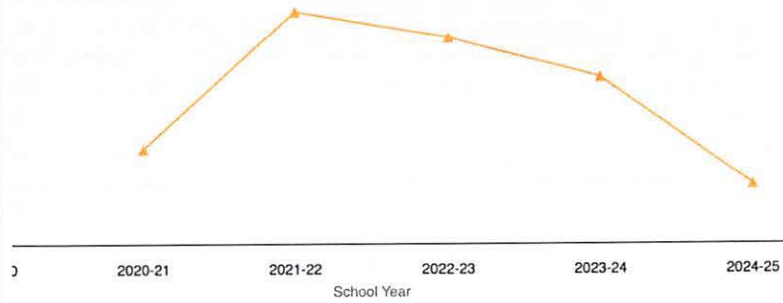


2 **Targeted Subgroup:** English Language Learners

Identified Student Need(s): Students need support and help to make sure that proficiency grows after a dip during the last reported school year.

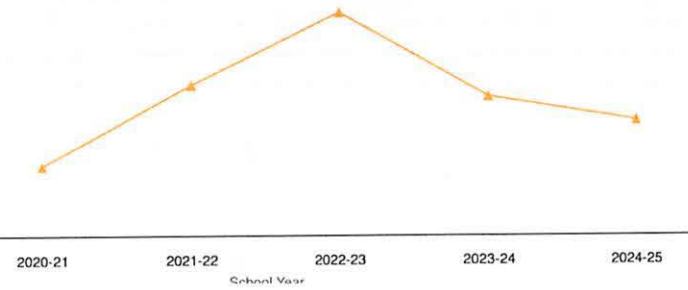
Combined Language Arts Meeting Standard

By Limited English (ELL) & By Grade & Year for FSY
Kanoelani EI



Combined Math Meeting Standard

By Limited English (ELL) & By Grade & Year for FSY
Kanoelani EI





PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	New data about entering kindergartners will inform instruction, planning and advocacy for K-3 classrooms.	In a collaborative effort to support our kindergarten entrants, we will administer the KEA and school diagnostic assessments. Results will be compiled and shared with faculty and families to guide instruction and provide individualized support. We will also use KEA results and teacher-gathered data to help students transition smoothly into kindergarten, focusing on social-emotional development and school readiness within our RTI framework. Accountable Lead(s): Nicole Lee	KPI- 100% of Kindergartners will be assessed All students who show concerns with their readiness will be reviewed/supporte d by our school wide HMTSS/RTI program	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

School environments that value and enhance the connection between all learners and their families and the school, support learning for student groups who are underperforming on traditional, summative measures.

To enhance student achievement in math and ELA, the school will utilize the Go Math and Wonders curricula, respectively. Foundational reading skills, particularly for younger and struggling learners, will be strengthened through Orton-Gillingham (OG)/MSL training techniques.

'What I Need' (W.I.N.) time will be allocated for all students, providing targeted support for Tier 1 instruction and addressing Tier 2 and 3 skill acquisition needs.

We will ensure consistent implementation of prioritized standards across grade levels, both vertically and horizontally, to build core student skills. Write Tools practices will be integrated into ELA instruction school-wide.

The I-Ready diagnostic and skill-building program will be used for formative assessment and to track student progress throughout the year. RTI interventions, including tutoring and pull-out support, will be provided. (Nicole Lee and Lisa Kurasaki, Coaches)

Mathematics instruction will be reinforced through common math strategies like problem solving and automaticity practices, solidifying Tier 1 foundations. Building Thinking Classroom models will continue to be implemented, with ongoing training and observations, to promote mathematical discourse and skill development. (Sheri Duldulao)

SBA scores in ELA and Math

I-Ready Diagnostic Results in ELA and Math

5th grade Science Proficiency

W.I.N. time and Data Team cycle results

Summer Learning Hub Data Results

WIDA Results

SPED student proficiency and inclusion rate

- ☒ WSF, \$
- ☐ Title I, \$
- ☒ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☒ IDEA, \$
- ☒ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$

School will examine and implement structures and training and sharing of best practices to support Math support through the RTI process for next school year.

Social Studies instruction in grades K-6 will align with HCSS standards, incorporating project-based learning (PBL) and standards-based units. Grade Levels will work on incorporating agreements and new resources to address social studies instruction. School will work to have standards review and training so staff feels more comfortable with Social Studies standards and curriculum (Tiffany Uchida)

English Learner (EL) support will include push-in services, after-school tutoring, and teacher coaching to differentiate instruction and meet individual student needs. EL community events are provided to support our families (Elsa Ichiki, EL Coordinator)

Learner Pathways, a complex wide program to address student attributes and successful habits of learning, will be introduced to Kanoelani during the 2026-2027 school year (Neil Blomberg, Principal)

The Special Education program will utilize the HMTSS/RTI framework to identify and support student learning needs, including eligibility for special education services for students PreK-6. Dedicated SPED articulation time will facilitate collaboration between care coordinators and classroom teachers. FSC teachers will also have a chance at dedicated training time together throughout the school year. (Lily Miyamoto, SSC)

A summer learning hub will be implemented to support skill acquisition for students in grades K-5.
(Lisa Kurasaki, Coach)

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.

Carry out a continuum of experiences at Kanoelani Elementary to prepare students for transition. Share future program opportunities in K-6 career articulation for all students.

(Matt Fujikawa, Vice Principal)

Continue sixth grade classroom model where students have multiple teachers in core subjects to prepare them for middle school schedule and expectations.

Partner with Intermediate and High School academies for mentoring opportunities for students (Career Fair, student presentations, STEAMFEST, Family Culture Night).

Visit to the intermediate school by sixth grade students to learn and build connections to intermediate school transition. Have intermediate school clubs and activities (band, etc.) share programs with sixth grade students.

(Matt Fujikawa, Vice Principal)

Implement buddy class activities for students to interact and see role modeling from older students

(Matt Fujikawa, Vice Principal)

Panorama Survey

Articulation Student Review

RTI data review for new kindergartners and students who are helped during transition

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☒ IDEA, \$
- ☒ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$

Implement evidence-based instructional practices in **project**-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.

Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.

We will drive active engagement among all Kanoelani students by using evidence-based instructional practices in relevant, real-world PBL. We will also strengthen project implementation by inviting community partners and mentors to provide students with authentic experiences and audiences. (Tiffany Uchida and Andrew Joyce, Coach)

PWCA Teacher and student survey feedback

Reviewing PBL projects against PBL Works Rubrics to ensure quality and consistency

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☒ Title IV-A, \$
- ☐ Title IV-B, \$
- ☒ IDEA, \$
- ☐ Homeless, \$
- ☐ Grant:____, \$
- ☐ Other:____, \$

TOTAL = \$

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly.	Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.	Implementation of Choose Love SEL curriculum for all students at all grade levels to build positive behaviors and interactions among students. RTI-Behavior System to monitor, intervene, and support students who are showing behavior concerns that affect attendance, or who are consistently absent during the school year. Attendance Letters and follow through with family meetings for attendance concerns. Use of social media posts and family reminders to support strong attendance. School wide reward and publicizing attendance results on KRN to support student motivation for attendance Utilizing attendance court for more severe attendance needs. Doing regular home visits for students with high attendance needs (Elaine Shibuya and Jan Salinthon, Counselors)	SQS and Panorama Data on student safety and satisfaction Data on the number of parents/families contacted when student attendance becomes a concern. KPI-% of students attending 90% or more days	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school.

Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.

Implementation of Choose Love SEL curriculum for all students at all grade levels to build positive behaviors and interactions among students.

RTI-Behavior System to monitor, intervene, and support students who are showing behavior concerns that affect attendance, or who are consistently absent during the school year.

Use of Bucket Filling, Choose Love Themes, Student of the week, Rainbow Awards, School Store, Grade Level Newsletter to recognize and reward positive school behaviors and environments

Rainbow Fun Day as a PBIS reward for consistently positive behavior by students.

[Lily Miyamoto, Elaine Shibuya and Jan Salinthone]

We will proactively foster positive behaviors and interactions through the implementation of the Choose Love SEL curriculum for all students. Reactively, we will utilize an RTI-Behavior System to monitor, intervene, and support students with behavioral concerns that affect attendance, including chronic absenteeism.

To address attendance, we will use attendance letters, family meetings, school-wide reward systems (publicized on KRN), and targeted interventions such as attendance court and home visits for students with significant needs.

SQS and Panarama Data on student safety and satisfaction

Records of students identified who need support and intervention plan for their support

KPI- % of parents agreeing school supports positive behaviors

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$

		Positive school behaviors and environments will be recognized and rewarded through initiatives like Bucket Filling, Choose Love themes, Student of the Week, Rainbow Awards, School Store, Grade Level Newsletters, and the Rainbow Fun Day PBIS reward. (Elaine Shibuya and Jan Salinthon, Counselors)	
1.2.3. All students experience a Nā Hopena A'o environment for learning.	Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.	Implementation of Choose Love SEL curriculum for all students at all grade levels to build positive behaviors and interactions among students. RTI-Behavior System to monitor, intervene, and support students who are showing behavior concerns that affect attendance, or who are consistently absent during the school year. (Elaine Shibuya and Jan Salinthon, Counselors) Hawaiian Studies Articulation classes provided to all students, K-6 throughout the school year Fourth grade curriculum supports teaching of native Hawaiian history, vocabulary, and cultural practices through social studies standards. (Matt Fujikawa, Vice Principal)	Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation. ☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
			☐

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities.	Kanoelani Elementary will implement a progression of experiences to prepare students for transitions. We will share K-6 career exploration opportunities with all students. Field trips, guest speakers, Rotary Club support, and external PBL audiences will connect students with professionals. Partnerships with Intermediate and High School academies will provide mentoring, career fairs, and student presentations. 15+ after-school clubs will offer service, learning, and civic opportunities. Students will participate in schoolwide activities that promote community engagement like STEAMFEST and Spring Showcase. (Matt Fujikawa, Vice Principal)] Implement buddy class activities for students to interact and see role modeling from older students (Matt Fujikawa, Vice Principal) Student Ambassador Program and Student Council to build student leadership and communication skills (Lisa Kurasaki, Nicole Lee, Jan Salinthon)	% of students participating in CCE Description and participation in civics engagement Club/Tutoring Rosters Attendance Sheets	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Promoting additional programs and activities for students will supplement quality instruction and support to increase students' academic readiness for high school.	Actively engage all Kanoelani students through the use of evidence based instructional practices in relevant, real-world PBL projects. Activities in career articulation and the 1091 Cafe prepares students for Career Articulation Goals. Support improvement and implementation of projects through invitation of community partners and mentors so students can learn with real world experiences and audiences. (Tiffany Uchida and Andrew Joyce, Coach)	PBL 2x/Yr for each student	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
				☐



PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.	Mentoring program provide help for new probationary teachers, and support meetings are in place for faculty who are new to the school (Lisa Kurasaki) Twenty one PD hours are utilized for training, review of grade level data collection for supporting students, and alignment of standards and objectives for student learning EES evaluates and supports faculty in key duties and responsibilities for students Schoolwide support and summer stipends are provided for grade level planning and implementation of core academic curriculum <i>Use of DISC profile training to support collaboration and grade level/department teamwork</i>	KPI #/% of first and second year teachers participating in state I&M programs Staff PD agendas and sign in sheets EES recordkeeping Attendance Sheets Master Schedules	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Building Thinking Classroom Support Provided to teachers to learn math engagement strategies. Grade Level time and Summer Stipends provided for teachers to align and work with new versions of ELA and Math Curriculum Peer to Peer System to observe each other's teaching Teacher's Leading Learners (TLL) allows teachers to share best practice with colleagues. EA's participate in all faculty and committee training and decision making New teacher meetings for networking and support of teachers new to school and use of statewide induction and mentoring program for teachers. (Neil Blomberg Principal)		
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school	Support Staff attend all faculty and after school meetings and trainings, duplicating training from teachers PAS system allows evaluation and support of job performance for classified staff. (Matt Fujikawa VP)	Staff PD agendas and sign in sheets PAS evaluations and recordkeeping	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	priorities will increase their effectiveness.		☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
				☐

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more stakeholders in shared decision-making to improve student achievement.	School reaches out via website, school messenger, chronicle and seesaw to invite people to SCC. All stakeholder roles are represented at the SCC quarter meeting. Stakeholders weigh in on School Data, share opinions on new initiatives, and approve School Academic Financial Plan (Neil Blomberg Principal)	Meeting Minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
All parents and community Members feel like active and vibrant members of the school community	<i>Families have opportunities throughout the school year to learn about and support students</i>	Parents will have multiple opportunities to attend community events to learn about school programs and to work on academic and growth opportunities with their children. (e.g. PTSA events like Read Alouds, book fair, pumpkin carving)	Attendance Sheets Parent and Community Feedback Forms	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$

*in their
academics.*

Students and parents will have multiple opportunities to review academic concepts and see products of student work. STEAMfest, Spring Showcase, Creative Minds Exp., Family Culture night)

Parents will have opportunities to volunteer and support student and school initiatives (e.g. Rainbow Run, Rainbow Fun Day, Career Day)

Curriculum Fair, STEAMFEST, 6th grade end of year ceremony and other monthly events are open to community

Parents and families will be able to attend and support students who meet academic and behavioral goals through recognition and award ceremonies. (Talent Show, Rainbow of the Quarter, etc.)
(Neil Blomberg, Principal)

Student feedback forms

- ☐ IDEA, \$
- ☒ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:____, \$
- ☐ Other:____, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kanoelani Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on 10/27/25 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 3/10/26 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): *School Leadership Team, Faculty Meeting, Parent Night*
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 30, 2026**

Attested:

Insert school name Principal	Signature	Date
Neil Blomberg	<i>Neil Blomberg</i>	3/30/26
SCC Chairperson	Signature	Date

Carol Maielua	<i>Carol Maielua</i>	2/30/26
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SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
N/A

Attested:

SCC Chairperson	Signature	Date
Carol Maielua	<i>Carol Maielua</i>	Mar 30, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Kanoelani Elementary Bell Schedule:

Monday					Tuesday					Wednesday				
Student Start Time 7:45 AM					Student Start Time 7:45 AM					Student Start Time 7:45 AM				
Teacher Start Time 7:45 AM					Teacher Start Time 7:45 AM					Teacher Start Time 7:45 AM				
Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	Other	7:45 AM	7:50 AM	5	Passing	Other	7:45 AM	7:50 AM	5	Passing	Other
7:50 AM	8:10 AM	20	Homeroom	Other	7:50 AM	8:10 AM	20	Homeroom	Other	7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1	8:10 AM	9:40 AM	90	Instruction	Block 1	8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other	9:40 AM	9:55 AM	15	Recess	Other	9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:30 AM	95	Instruction	Block 2	9:55 AM	11:30 AM	95	Instruction	Block 2	9:55 AM	11:30 AM	95	Instruction	Block 2
11:30 AM	12:00 PM	30	Lunch		11:30 AM	12:00 PM	30	Lunch		11:30 AM	12:00 PM	30	Lunch	
12:00 PM	12:10 PM	10	Recess	Other	12:00 PM	12:10 PM	10	Recess	Other	12:00 PM	12:10 PM	10	Recess	Other
12:10 PM	2:00 PM	110	Instruction	Block 3	12:10 PM	2:00 PM	110	Instruction	Block 3	12:10 PM	1:15 PM	65	Instruction	Block 3
2:00 PM	2:45 PM	45	Teacher Prep	Prep	2:00 PM	2:45 PM	45	Teacher Prep	Prep	1:15 PM	2:00 PM	45	Teacher Prep	Prep
2:45 PM					2:45 PM					2:00 PM	2:45 PM	45	Meetings	Other
										2:45 PM				

Thursday					Friday				
Student Start Time		7:45 AM			Student Start Time		7:45 AM		
Teacher Start Time		7:45 AM			Teacher Start Time		7:45 AM		
Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing ▼	Other	7:45 AM	7:50 AM	5	Passing ▼	Other
7:50 AM	8:10 AM	20	Homeroom ▼	Other	7:50 AM	8:10 AM	20	Homeroom ▼	Other
8:10 AM	9:40 AM	90	Instruction ▼	Block 1	8:10 AM	9:40 AM	90	Instruction ▼	Block 1
9:40 AM	9:55 AM	15	Recess ▼	Other	9:40 AM	9:55 AM	15	Recess ▼	Other
9:55 AM	11:30 AM	95	Instruction ▼	Block 2	9:55 AM	11:30 AM	95	Instruction ▼	Block 2
11:30 AM	12:00 PM	30	Lunch ▼		11:30 AM	12:00 PM	30	Lunch ▼	
12:00 PM	12:10 PM	10	Recess ▼	Other	12:00 PM	12:10 PM	10	Recess ▼	Other
12:10 PM	2:00 PM	110	Instruction ▼	Block 3	12:10 PM	2:00 PM	110	Instruction ▼	Block 3
2:00 PM	2:45 PM	45	Teacher Prep ▼	Prep	2:00 PM	2:45 PM	45	Teacher Prep ▼	Prep
2:45 PM			▼		2:45 PM			▼	